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ABSTRACT

Statewide information contained in the school report cards released over the last 6 years in Illinois are summarized, with a focus on trends for selected indicators. Some vignettes have been included to reflect the more human aspects of the data presented in the graphs. Between 1986 and 1991 student enrollment, after declining, increased in 1991, as did the enrollment of minority students and limited-English-proficient students. The attendance rate and mobility rate have changed very little in this period. Overall, there has been a shift toward academic programs among high school seniors. While reading achievement scores and American College Testing Program scores have been relatively stable over the period, scores in mathematics and language arts have risen. The graduation rate has declined slightly. The number of operating public school districts declined in the period, to 950. Pupil-teacher ratios declined slightly, but teacher salaries rose by 28% over the period. It is reasonable to conclude that the report cards issued by Illinois since 1986 have been an important means of acknowledging accountability to the people of Illinois. Twenty-one figures illustrate state educational trends. Two appendixes provide the Better Schools Accountability Law and nine tables of statistical data. (SLD)

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Illinois School Report Cards Performance Profiles 1986-1991

February 1992

Illinois State Board of Education
Department of Planning, Research and Evaluation

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Illinois School Report Cards
Performance Profiles
1986-1991

February 1992

Prepared by
Illinois State Board of Education
Planning, Research and Evaluation

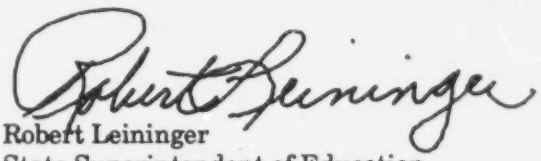
Louis Mervis, Chairman
State Board of Education

Robert Leininger
State Superintendent of Education

FOREWORD

As part of the education reform movement of the 1980s, the Better Schools Accountability Law was passed by the Illinois General Assembly in 1985 (see Appendix A). This law called for the issue of school report cards to the public regarding the performance of schools and students by October 31 each year, beginning in 1986. This law is specific in regard to what is to be included in the report cards and also who are to receive these reports. The State Board of Education was charged with preparing the report card form.

This document summarizes the statewide information contained in the school report cards released over the last six years and focuses on the trends for selected indicators included in the school report card. The vignettes found under certain graphs in this report have been included to depict the more human aspects of the data represented in the graphs. The characters in the vignettes are fictitious but the people they represent could well be real. This report was prepared by staff in the Department of Planning, Research and Evaluation. Questions or comments regarding this report should be directed to Dr. Richard Yong, Planning, Research and Evaluation Department at (217)782-3950.



Robert Leininger
State Superintendent of Education

HIGHLIGHTS

This report presents the trends of selected indicators included in the school report card over the last six years beginning in 1986, when report cards were first issued.

About the Students: Between 1986 and 1991 . . .

- The number of students in the regular public schools increased for the first time in two decades. Student enrollment increased by 24,556 or 1.4%, from 1,766,186 in 1990 to 1,790,742 in 1991.
- The percent of minority students increased steadily over the last six years from 32.3% in 1986 to 34.1% in 1991.
- The percent of low-income students increased from 23.7% in 1986 to 29.1% in 1991. While 36 districts reported no low-income students, 24 districts had over 50% low-income students.
- The number of Limited-English-proficient (LEP) students increased from 58,327 (3.2% of the enrollment) in 1986 to 79,292 (4.4%) in 1991. LEP students are concentrated in relatively few districts—28 districts reported LEP enrollments exceeding 10%, with the highest having 32.1%.
- The average student attendance rate remained relatively steady since 1986, ranging from 93.3% to 93.8%. Based on an enrollment of 1.79 million students, the attendance rate of 93.5% in 1991 means that each day, about 116,000 students were absent from school.
- The mobility rate changed very little. In 1991, the mean mobility rate was 20.6%; the lowest was 0% and the highest was 98.7%. The 1986 mean mobility rate was 20.8%.
- The count of chronic truants increased slightly from 31,471 (1.8% of enrollment) in 1989 to 34,427 (1.9%) in 1991. The count of chronic truants was collected specifically for the school report card for the first time in 1989.
- There was a shift toward academic programs and away from general and vocational education programs among Illinois high school seniors.

About Academic Performance: Between 1986 and 1991. . .

- The IGAP average scores in reading have been relatively stable since it was first administered in 1988. Between 1988 and 1991, the average scores declined at third grade (from 250 to 249) and increased at sixth grade (from 250 to 253) and at eighth grade (from 250 to 254). The reading achievement of Illinois students was generally better than that of students nationally.
- Between 1989 and 1991, the average scores for mathematics increased for students at all the three elementary grades assessed--third grade (from 250 to 255), sixth grade (from 250 to 253), and eighth grade (from 250 to 255). The mathematics achievement scores of Illinois students were considerably higher than the national averages.
- Between 1990 and 1991, the average language arts scores increased substantially from 250 to 275 at third grade, from 250 to 274 at sixth grade, and from 250 to 270 at eighth grade. Illinois language arts scores were much higher than national averages.

- The Illinois ACT scores remained somewhat stable. The average composite score was 20.8 in 1991, compared to 21.1 in 1986. While the average score for white students declined slightly, the average score for minority students increased. There is still a gap of 3.4 points between the average scores of white students (21.8) and minority students (18.4).

- Elementary students in Illinois had a slight but consistent decline in their nonpromotion rate. Between 1987 and 1991, the nonpromotion rate declined from 2.7% to 1.3%.

- The graduation rate for high school students declined from 82.6% in 1987 to 78.0% in 1991.

About the Instructional Setting: Between 1986 and 1991 . . .

- The number of operating public school districts in Illinois declined by 43, from 993 to 950. In 1991, there were 415 elementary districts (-13), 111 high school districts (-10), and 424 unit districts (-20).

- Average class sizes at the elementary grades have remained relatively stable. In 1991, the average class size was 23.1 in third grade, 23.7 in sixth grade, and 22.4 in eighth grade. There was a slight decline in the high school average class size from 20.3 in 1986 to 19.0 in 1991.

- There was a slight but steady increase in the time allocated for teaching mathematics, science, English and social science in Illinois public elementary schools. At the sixth grade level, the time devoted to these subjects increased from 225 minutes per day to 242 minutes per day.

- Enrollment in high school core subjects increased steadily from 74% to 82% in mathematics, 56% to 68% in science, 99% to 104% in English and 68% to 77% in social science.

- Pupil-teacher ratios in Illinois public schools declined slightly but steadily from 20.8:1 to 19.9:1 at the elementary level and from 18.3:1 to 17.0:1 at the secondary level.

- The pupil-administrator ratio increased slightly from 245.6:1 in 1988 to 248.5:1 in 1991.

- There was little change in the number of teachers in Illinois regular public schools: 104,292 teachers in 1991 compared to 100,794 in 1986. The proportion of male teachers continued to decline from 30.6% in 1986 to 28.0% in 1991.

- Minority representation among teachers increased slightly from 15.6% to 16.1%. But this increase did not match the rapid growth in minority student enrollment in Illinois public schools.

- The proportion of Illinois public school teachers who have graduate degrees remained relatively stable. In 1991, 45.2% of the teachers in Illinois public schools had graduate degrees: 38.6% in elementary districts; 72.2% in high school districts; and 43.0% in unit districts.

- There was a slight increase in average teaching experience from 15.0 years to 15.7 years.

About the Districts' Finances: Between 1986 and 1991...

- **The average teacher salary in Illinois public schools increased by 28% from $27,014 to $34,709. When adjusted for inflation, the average teacher salary increased by 6.9% since 1986.**

- **Between 1988 and 1991, the average administrator salary increased by about 16% from $47,674 to $55,535. When adjusted for inflation, the average administrator salary increased by about 3% since 1988.**

- **Teachers in high school districts earned considerably higher salaries, averaging $45,205 in 1991, 37% more than the average elementary district teacher salary of $33,089 and 35% more than the unit district average teacher salary of $33,492.**

- **Between 1985 and 1990, the average operating expenditure per pupil increased by about 36% from $3,526 to $4,808.**

- **Between 1985 and 1990, the proportion of expenditures from the Education Fund remained relatively stable, accounting for at least 73% of district expenditures.**

Since 1986, Illinois public schools and districts have made annual reports to parents, taxpayers, the Governor, the General Assembly and the State Board of Education on the condition of public education in Illinois, relative to student demographics, student academic performance, the schools' instructional setting, and the districts' finances. Through the report cards, schools and districts have provided information to the public regarding selected student outcomes and inputs. School report cards have provided an important instrument through which Illinois public schools and districts can acknowledge accountability to the public.

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INTRODUCTION

Comprehensive education legislation was passed by the Illinois General Assembly in 1985. In its effort to increase accountability on the part of public school districts, the Illinois General Assembly included the Better Schools Accountability Law in Public Act 84-126, which required public school districts to report to the public on the performance of schools and students by October 31 of each year.

Specific report card indicators were identified by the law (Appendix A). At the recommendation of a School Report Card Advisory Council, additional indicators were included by the State Board of Education. Since its enactment in 1985, the law has been amended, resulting in the inclusion of additional indicators such as the count of chronic truants, time allocated for student testing, and parental involvement (effective 1991). The law also specifies how and to whom the information is to be disseminated.

The State Board of Education was charged with preparing the report card form. Some data in the school report card are derived from existing reports collected annually by the State Board; other data are collected specifically for the report card. In October 1991, report cards were released for 3,906 public schools in 950 districts for the sixth year. Nearly 600 schools which had at least ten students identified as having limited-English proficiency and a Spanish-language background were also sent Spanish versions of their school report cards.

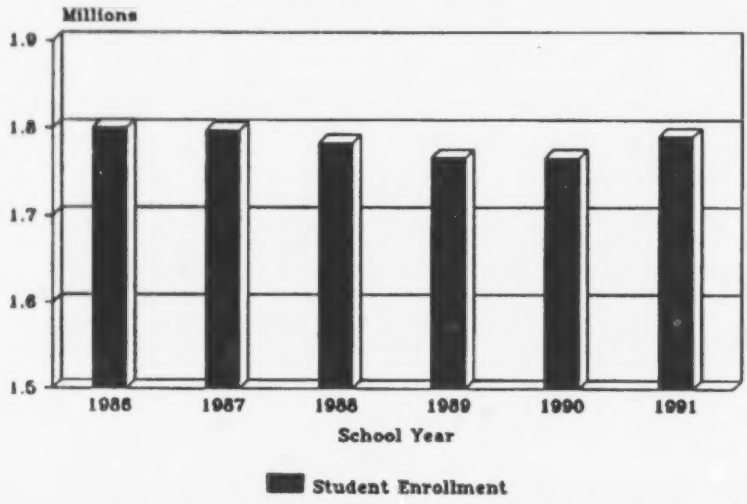
This document summarizes the statewide information contained in the school report cards released over the last six years, focusing on the trends of selected report card indicators.

TRENDS OF SELECTED REPORT CARD INDICATORS

Enrollment Trends

The number of students in the regular public schools of Illinois increased for the first time in two decades. Student enrollment increased by 24,556 or 1.4%, from 1,766,186 in 1990 to 1,790,742 in 1991. Student enrollment last peaked in 1972 when more than 2.3 million students were enrolled. More than 61% of the state's public school students are found in the six counties of Cook, Du Page, Kane, Lake, McHenry and Will. The smallest district has 9 students; the largest has 401,554. Enrollment data discussed in this section include only students in the regular public schools, not students in special-purpose schools.

Figure 1. Illinois Regular Public School Enrollment



The current enrollment increase is evidence of the "boomlet" effect. The children of the baby boomers (people born after the WW II, between 1946 and 1964) have started reaching school age and are the reason for the enrollment upswing. This rising trend is expected to continue for a few years, reaching a mini-peak in the mid-1990s, after which enrollment may decline gradually.

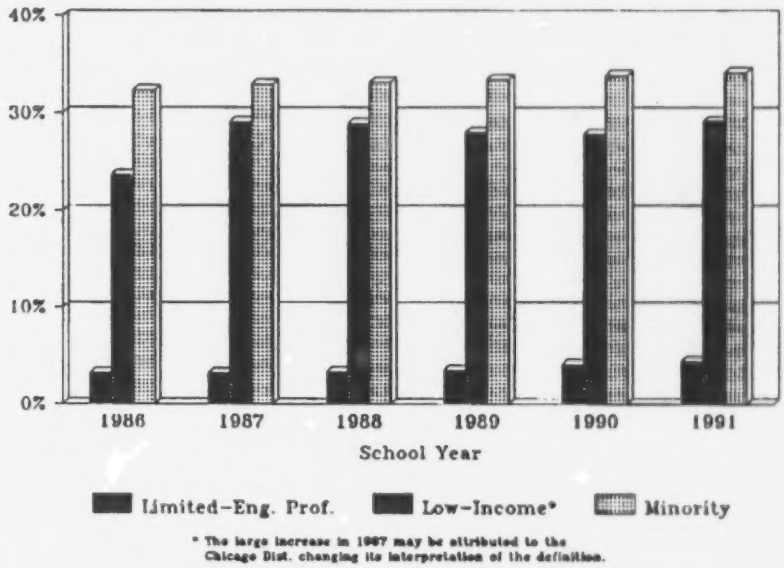
Student Demographics

The proportion of **minority students** increased steadily over the last six years. Minority student enrollment increased from 32.3% in 1986 to 34.1% in 1991, accounted for mainly by increases in Hispanic and Asian/Pacific Islander students. Over the same period, the percentages of Black and White students declined. While there were no minority students in 167 districts, 44 districts had more than 50% minority students.

The percent of **low-income students** increased from 23.7% in 1986 to 29.1% in 1991. For 1991, 36 districts reported no low-income students and 24 districts had over 50% low-income students. Pupils aged 5 to 17 are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches.

The number of **limited-English proficient (LEP) students** increased from 58,327 (3.2% of the enrollment) in 1986 to 79,292 (4.4%) in 1991. LEP students are concentrated in relatively few districts--28 districts reported LEP enrollments exceeding 10%, with the highest having 32.1%. LEP students are pupils whose background is non-English, whose English proficiency is below average, and who are eligible to receive transitional bilingual education program services. (See Table 1, Appendix B.)

Figure 2. Student Demographics

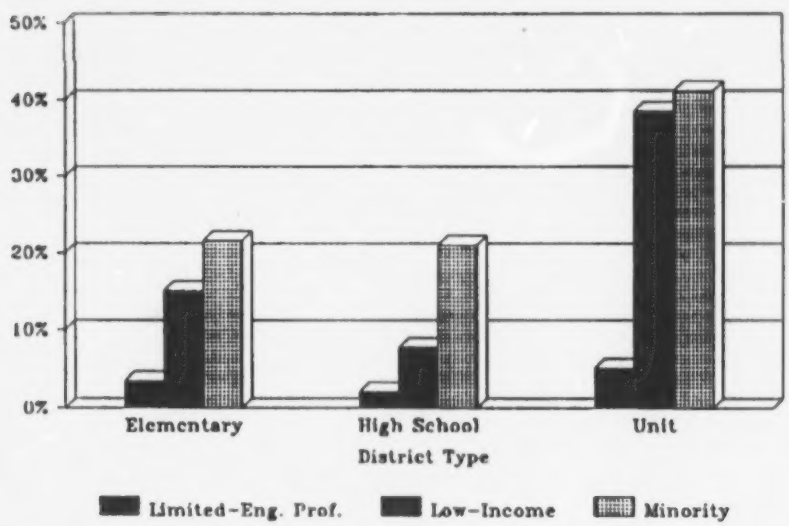


Debbie and Thao may be classified as "at-risk" students who will benefit from additional help provided by their schools. Debbie is one of the nearly half million students from low-income families. She and her two brothers live with their mother in a government-subsidized housing project. Debbie will benefit from remedial programs to make up for her "less-educationally stimulating" home environment.

Thao came to the United States with his family from Southeast Asia two years ago. He did not know any English when he first arrived, so his school district hired someone who spoke his language to provide Thao and his fellow immigrants with the bilingual education services they needed.

Among the three district types, unit districts enroll the highest percentages of minority, low-income and limited-English-proficient students; high school districts enroll the lowest percentages. The Chicago Public School District, a unit district which enrolls about 22% of the state's public school students, accounts for much of the unit-district enrollment of minority, low-income and limited-English-proficient students. (See Table 1, Appendix B.)

Figure 3. Student Demographics by District Type, 1991



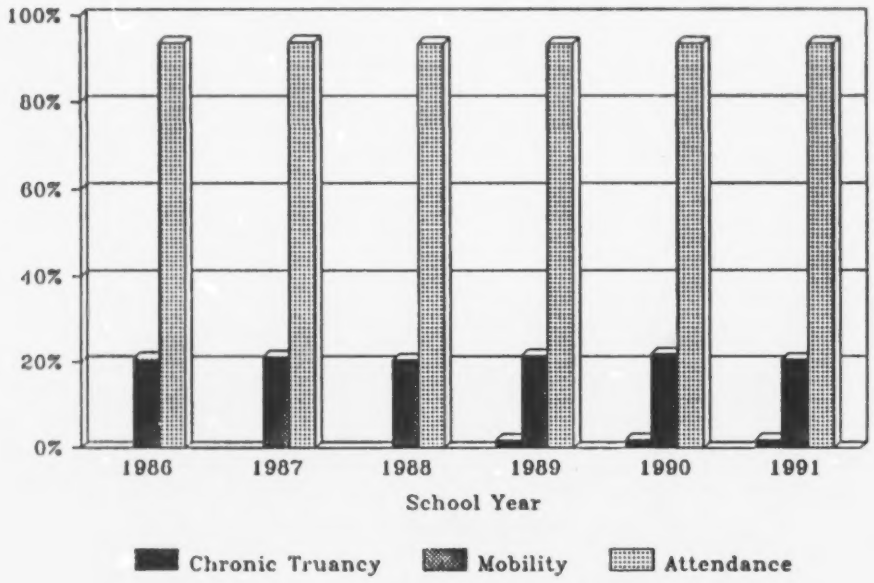
Attendance, Mobility and Chronic Truancy

One of the most stable report card indicators was the **attendance rate**. Between 1986 and 1991, the average attendance rate ranged from 93.3% to 93.8%. The 1991 attendance rate among all districts ranged from a low of 85.2% to a high of 98.7%. Based on an enrollment of 1,790,742, a state average attendance rate of 93.5% in 1991 means that each day, about 116,000 students were not in school.

Between 1986 and 1991, the average **mobility rate** decreased from 20.8% to 20.6%. The 1991 mobility rate among all districts ranged from 0% to 98.7%; four districts had mobility rates of more than 50%. The mobility rate is the sum of the number of students transferred in and the number of students transferred out, divided by the average daily enrollment, multiplied by 100. It reflects any changes made to the enrollment roster from the first day in October through the last day of the regular school year.

The count of **chronic truants** increased slightly from 31,471 (1.8% of enrollment) in 1989 to 34,427 (1.9%) in 1991. The count of chronic truants, collected specifically for the school report card for the first time in 1989, is the number of students who were absent without valid cause for 10% or more of the previous 180 regular attendance days. (See Table 1, Appendix B.)

Figure 4. Attendance, Mobility, and Chronic Truancy



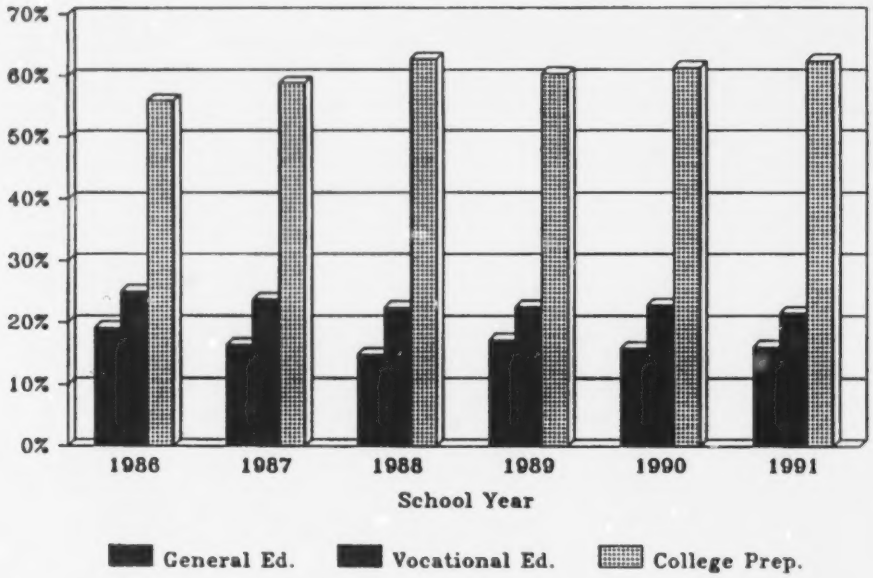
Tony is enrolled in one of the inner-city high schools, but his poor attendance record places him among those considered to be chronic truants. If no intervention occurs, such as enrolling Tony in some form of truants' alternative program, he will likely be counted among the approximately 30,000 high school dropouts in Illinois next year.

Type of High School Program

There was a shift toward academic programs and away from general and vocational education programs among Illinois high school seniors as shown in Figure 5. The proportion of high school seniors enrolled in college preparatory programs increased from 55.9% in 1986 to 62.4% in 1991. High school students enrolled in general education programs declined from 19.1% in 1986 to 16.1% in 1991. Students enrolled in vocational education programs declined from 25.0% to 21.5% over the same period. (See Table 1, Appendix B.)

[The standard by which seniors are judged to be prepared for college differs from high school to high school around the state.]

Figure 5. Enrollment of Seniors in High School Programs



Illinois Goal Assessment Program (IGAP)

The state assessment of students in all Illinois public schools is being implemented in phases. The first IGAP administered in April 1988 assessed reading. Assessment in mathematics was introduced in 1989 and language arts in 1990. Scores ranging from 1 to 500 are scaled to a mean of 250 for the first year of implementation.

Reading--The IGAP average scores in reading have been relatively stable since it was first administered. Between 1988 and 1991, the average scores declined slightly at third grade (from 250 to 249) and increased at sixth grade (from 250 to 253) and at eighth grade (from 250 to 254). The reading achievement of Illinois students was generally better than the national average.

Mathematics--Between 1989 and 1991, the average scores for mathematics increased for students at all the three elementary grades assessed—third grade (from 250 to 255), sixth grade (from 250 to 253), and eighth grade (from 250 to 255). The mathematics achievement scores of Illinois students were considerably higher than the national averages.

Language Arts--Between 1990 and 1991, the average language arts scores increased substantially, from 250 to 275 at third grade, from 250 to 274 at sixth grade, and from 250 to 270 at eighth grade. Illinois language arts scores were much higher than national averages at all three grades assessed in 1991. (See Table 2, Appendix B.)

Figure 6. Illinois Goal Assessment Program—Reading

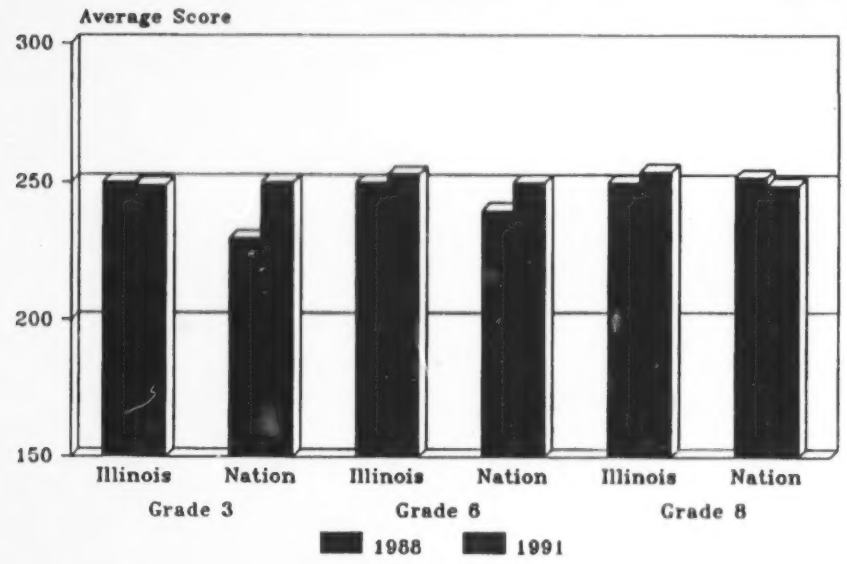


Figure 7. Illinois Goal Assessment Program—Mathematics

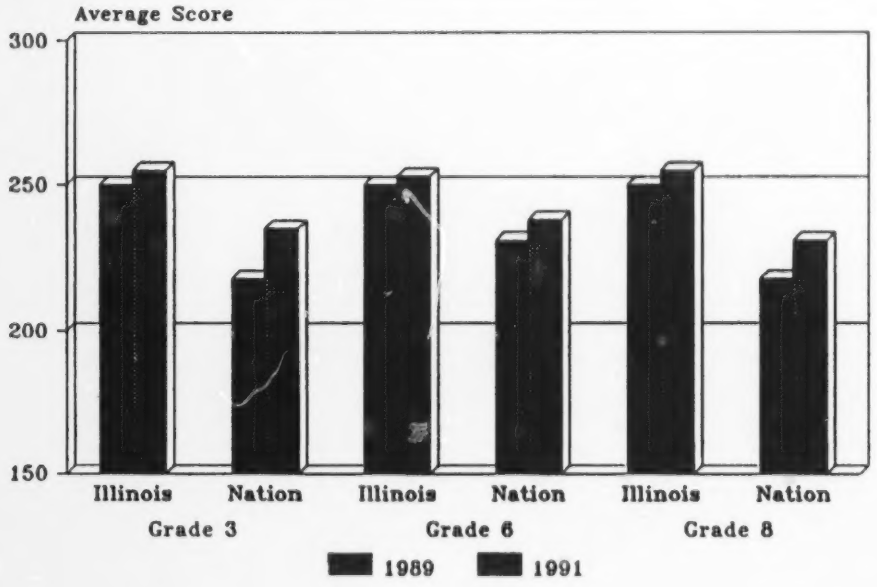
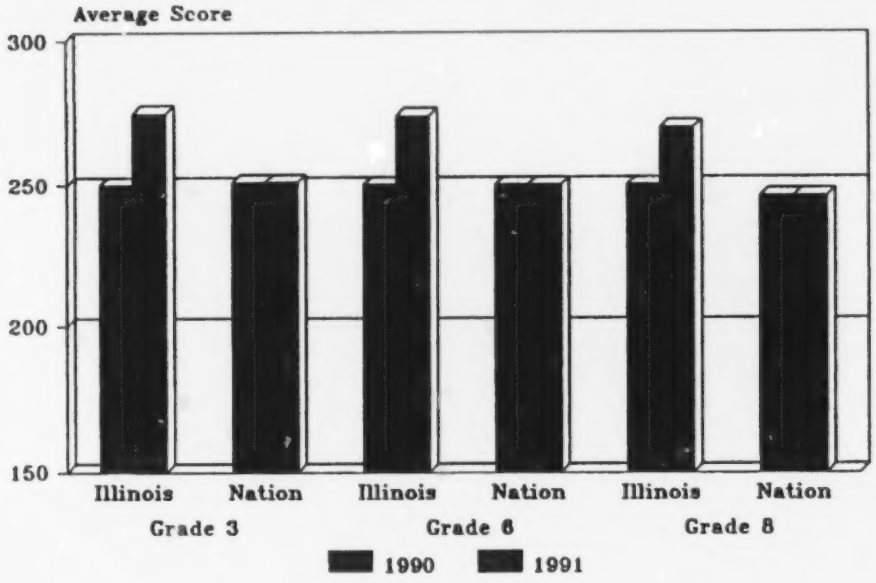


Figure 8. Illinois Goal Assessment Program—Language Arts



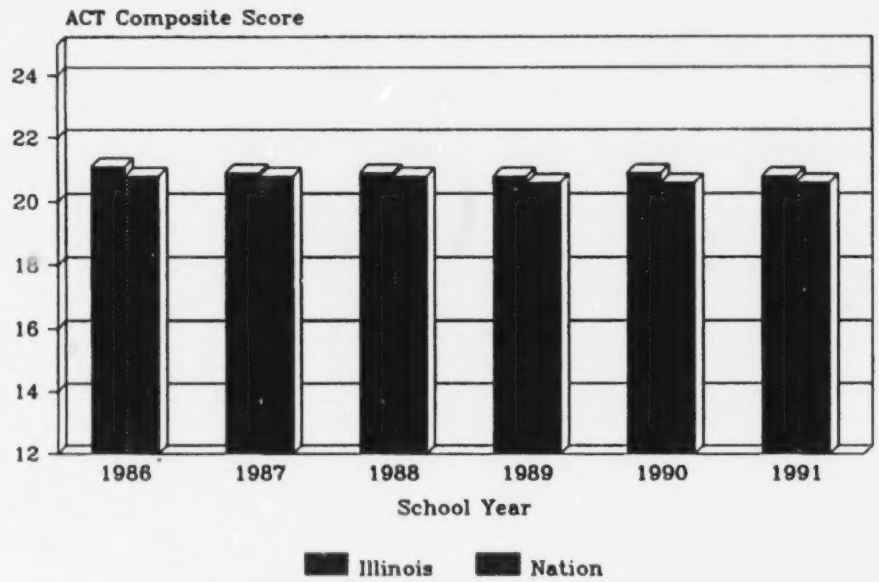
ACT Composite Score

Between 1986 and 1991, the Illinois ACT scores remained somewhat stable. The average ACT composite score for Illinois was 20.8 in 1991, compared to 21.1 in 1986. Nationally, the 1991 score was 20.6, down from 20.8 in 1986. Although the Illinois score is not substantially higher than the national average, Illinois students have consistently scored higher through the years than students in the nation as a whole.

Among Illinois districts, the 1991 average ACT score ranged from a low of 12.0 to a high of 24.6 on a scale of 1 to 36. While the average score for white students declined slightly since 1986, the average scores for minority groups increased. However, there is still a gap of 3.4 points between the average scores of white students (21.8) and minority students (18.4). See Table 8 in Appendix B for details of scores for racial-ethnic groups.

The Enhanced ACT, a new version of the test, was first administered in the 1989-90 school year. The scores represented in Figure 9 were determined by ACT using a concordance table that links scores earned prior to the Enhanced ACT so that the scores of different versions of ACT are comparable from one year to the next. In 1991, more than 63,000 Illinois public school students (60% of the graduating class) took the Enhanced ACT. (See Table 2, Appendix B.)

Figure 9. ACT Composite Score



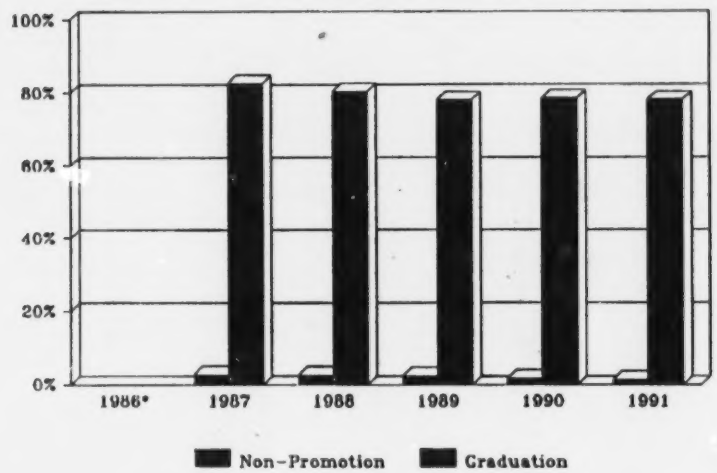
Nonpromotion and Graduation Rates

There was a slight but consistent decline in the **nonpromotion rate** for elementary students in Illinois. Between 1987 and 1991, the nonpromotion rate declined from 2.7% to 1.3%. Among all districts, the nonpromotion rate ranged from 0% to a high of 12.8% in 1991.

The **graduation rate** for high school students declined from 82.6% in 1987 to 78.0% in 1991. The 1991 graduation rate among all districts ranged from 43.7% to 100%. The graduation rate has been adjusted for transfers into and transfers out of the class cohort. It excludes students who graduated late in the summer or students who took more than 4 years to graduate. The observed decrease in the graduation rate in the last few years may not necessarily reflect a change in the academic performance of students in view of the following events: (1) The enactment of P.A. 83-1082 in 1983 which established minimum requirements for high school graduation for students entering 9th grade in 1984-85 and (2) the shift in emphasis toward academics as indicated by the increase in high school enrollment in college preparatory programs and the decline in vocational and general education enrollment. (See Table 3, Appendix B.)

[Data for 1986 are not reported here because the operational definitions for the nonpromotion and graduation rates have been changed since that year.]

Figure 10. Nonpromotion and Graduation Rates



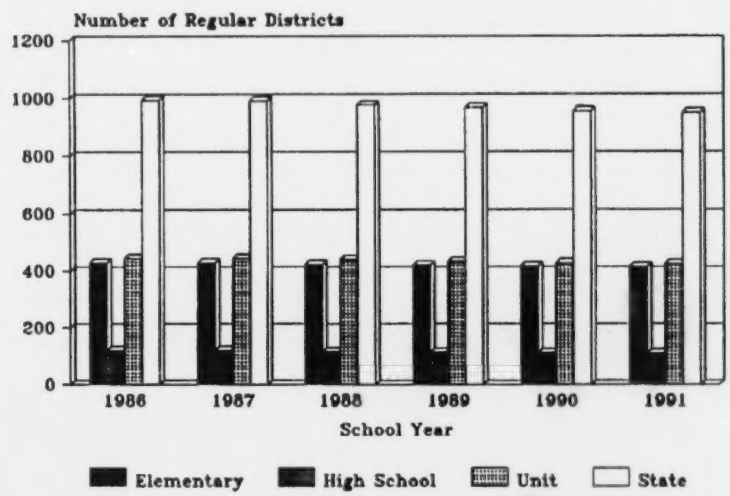
* Definitions for these indicators have changed since 1986.

Like many of his peers, Dwayne works full-time at a fast-food restaurant to support himself through school. A junior in high school, he may not graduate next year since he has missed many of his classes this year because of work and other interests. Because of students like Dwayne, the graduation rate in his high school is less than 50% each year.

Number of Public School Districts

The number of regular operating public school districts in Illinois fell from 993 in 1986 to 950 in 1991, a decline of 43 districts. The 950 districts consisted of 415 elementary districts (-13), 111 high school districts (-10), and 424 unit districts (-20) and did not include special-purpose districts. Although Illinois has come a long way in its reorganization efforts since the 1940s, when it had about 12,000 districts, it continues to have more school districts than most states. Only California and Texas have more school districts than Illinois.

Figure 11. Illinois Public School Districts

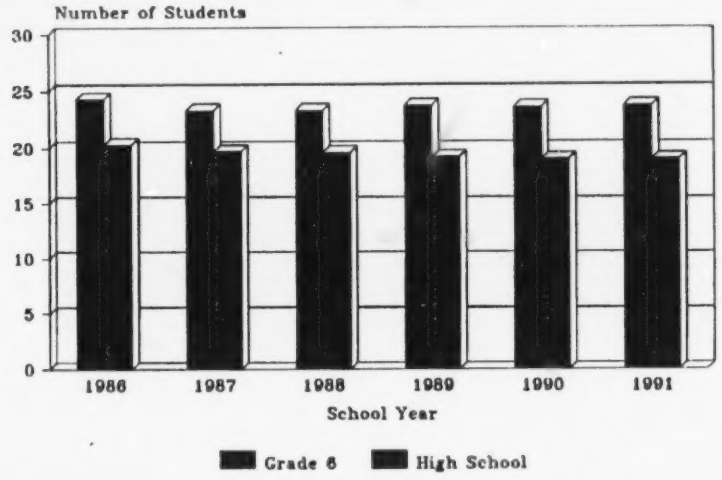


In the 1940-41 school year, Illinois had a total of 11,996 operating school districts: 11,282 elementary districts; 595 high school districts; and 119 unit districts. The number of Illinois school districts has declined by about 92% over the last five decades.

Average Class Size

Between 1986 and 1991, average class sizes at the elementary grades remained relatively stable. In 1991, average class sizes were 23.1 in third grade, 23.7 in sixth grade, and 22.4 in eighth grade. There was a slight decline in the high school average class size from 20.3 in 1986 to 19.0 in 1990. Among the 838 districts with sixth grade students, the average class size ranged from 2 students in one district to 44 in another; 48 districts had class sizes of at least 30 students. (See Table 4, Appendix B.)

Figure 12. Average Class Size

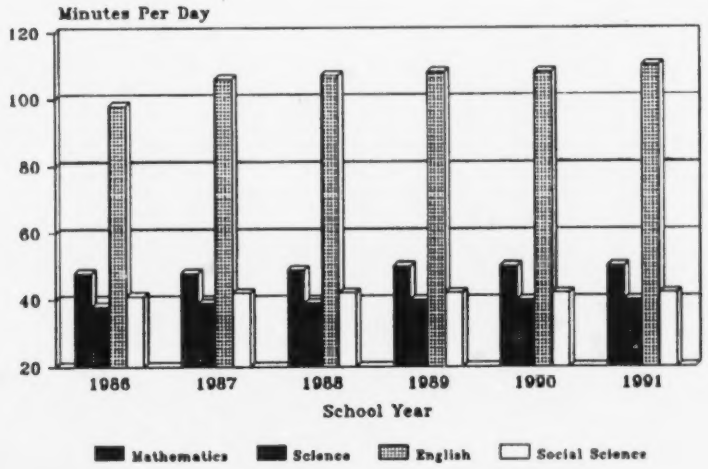


Maria is in sixth grade in a large urban school. She does not like school because she feels "lost." Her teachers do not have much time for her and the class is usually "noisy." She can't wait to get out of school. There are 39 students in her class.

Time Devoted to the Core Elementary Subjects

Between 1986 and 1991, there was a slight but steady increase in the time allocated for teaching mathematics, science, English and social science in Illinois public elementary schools. At the sixth grade level, the time devoted to these subjects increased from 225 minutes per day to 242 minutes per

Figure 13. Time Devoted to Core Elementary Subjects—Sixth Grade

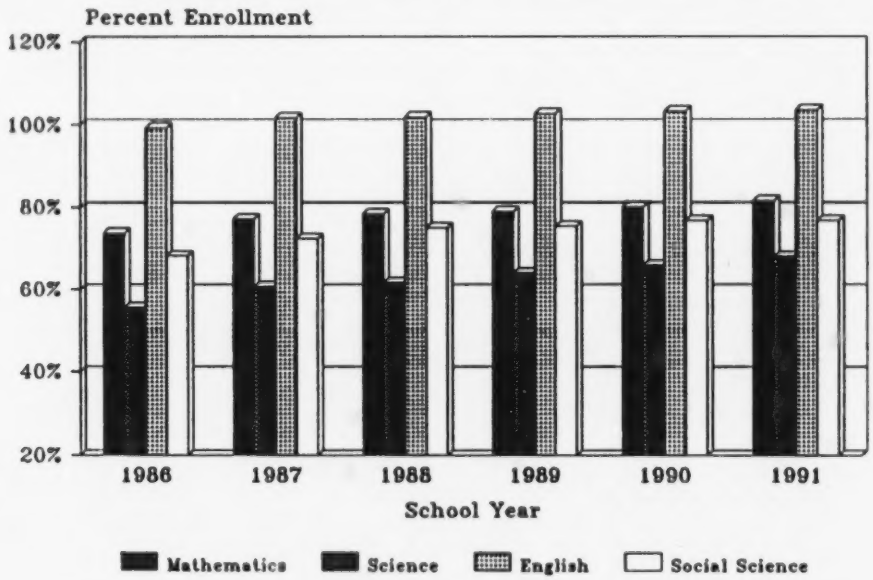


day. This is equivalent to adding an average of more than a week of instruction in these subjects to the school year. In 1991, sixth grade students averaged 50 minutes per day in mathematics, 40 minutes in science, 110 minutes in English and 42 minutes in social science. Time devoted to these four core subjects at the sixth grade level ranged from 150 minutes per day in one district to 350 minutes per day in another. (See Table 4, Appendix B.)

High School Enrollment in Core Subjects

Between 1986 and 1991, enrollment in high school core subjects steadily increased. Over the last six years, enrollment increased from 74% to 82% in mathematics, 56% to 68% in science, 99% to 104% in English and 68% to 77% in social science. This indicator was computed by dividing the enrollment in a particular subject by the total enrollment on the last day of school, multiplied by 100. Enrollment for English exceeded 100% because some students took more than one English course during the year. (See Table 4, Appendix B.)

Figure 14. Enrollment in High School Core Subjects



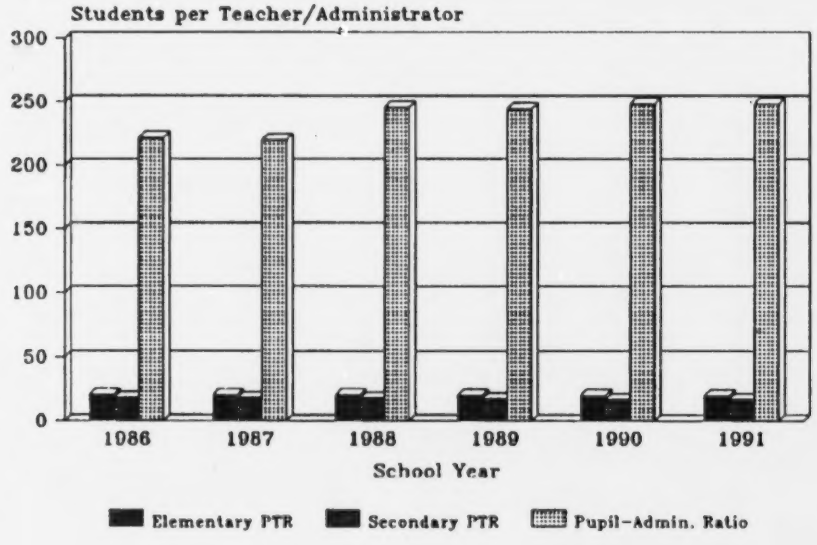
ACT research shows that students who prepare academically by taking a core high school program score higher on the ACT assessment than those who do not. The average 1991 composite score for students who completed a core or more curriculum was 22.9, while students who had a less than core curriculum averaged 19.7. A "core or more" program is one in which students have four years or more of English and three or more years each of mathematics, social studies, and natural sciences. A "less than core" program consists of fewer courses than those included in "core or more."

Ratios of Students to Teachers and Administrators

In the last six years, pupil-teacher ratios in Illinois public schools declined slightly, but steadily. Between 1986 and 1991, the pupil-teacher ratio declined from 20.8:1 to 19.9:1 at the elementary level and from 18.3:1 to 17.0:1 at the secondary level. In 1991, the elementary pupil-teacher ratios among school districts ranged from 3.0:1 to 27.0:1, while the secondary pupil-teacher ratio ranged from 5.1:1 to 27.3:1.

The pupil-administrator ratio increased from 245.6:1 in 1988 to 248.5:1 in 1991. While there were only 9 students to one administrator in one district, there were more than 300 students to each administrator in 106 other districts in 1991. The pupil-administrator ratio increased dramatically in 1988 largely because of a change in the definition of an administrator. In 1988, school districts indicated who among district personnel were considered administrators and who were not. This resulted in the exclusion of a large number of consultants, coordinators, deans and supervisors, all previously counted as administrative staff, from consideration as administrators in 1988 and thereafter. (See Table 4, Appendix B.)

Figure 15. Pupil-Teacher and Pupil-Administrator Ratios



Teacher Characteristics

There was little change in the number of teachers in Illinois regular public schools. In 1991, there were 104,242 teachers, compared to 100,794 in 1986. The proportion of male teachers declined from 30.6% in 1986 to 28.0% in 1990. In 1991, males were outnumbered nearly 4 to 1 among elementary teachers and 7 to 1 among special education teachers. However, among high school teachers, there were 1.3 males to every female.

Minority representation among teachers increased slightly from 15.6% in 1986 to 16.1% in 1991. But this increase did not match the rapid growth in minority student enrollment in Illinois public schools. Hence, the gap in minority representation between teachers and students continues to widen rather than diminish. In 1991, minorities accounted for 16.1% of the teaching force and 34.1% of the student population. While 652 districts had no minority teachers, 9 had more than 50% minority teachers.

Since 1986, the proportion of Illinois public school teachers who have graduate degrees has remained relatively stable. In 1991, 45.2% of the teachers in Illinois public schools had graduate degrees: 38.6% in elementary districts, 72.2% in high school districts and 43.0% in unit districts. Thirty-seven districts had no teachers with graduate degrees; in 20 districts, over 80% of the teachers had graduate degrees. Between 1986 and 1991, there was a slight increase in average teaching experience, from 15.0 years to 15.7 years. (See Table 5, Appendix B.)

Figure 16. Minority Teachers and Students

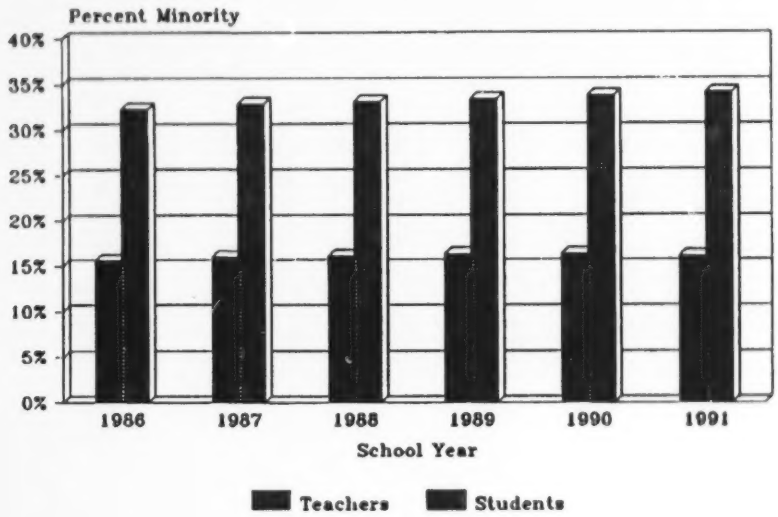
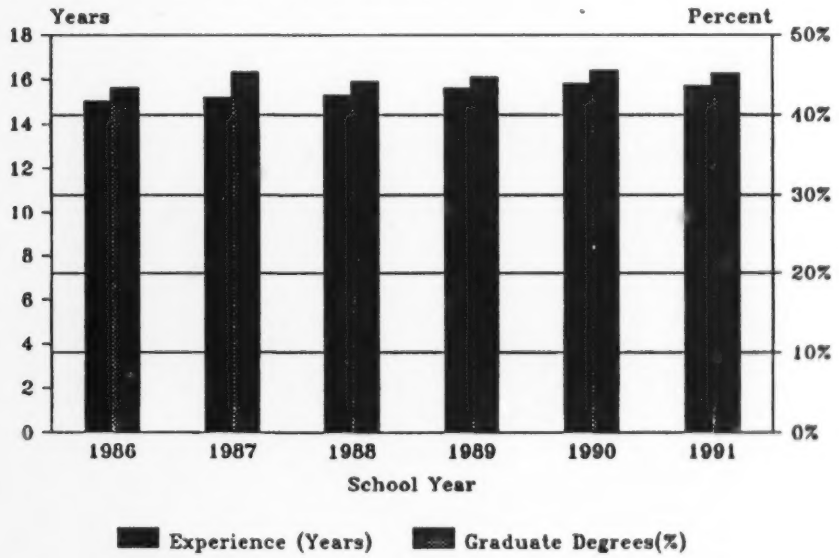


Figure 17. Teacher Qualifications and Experience



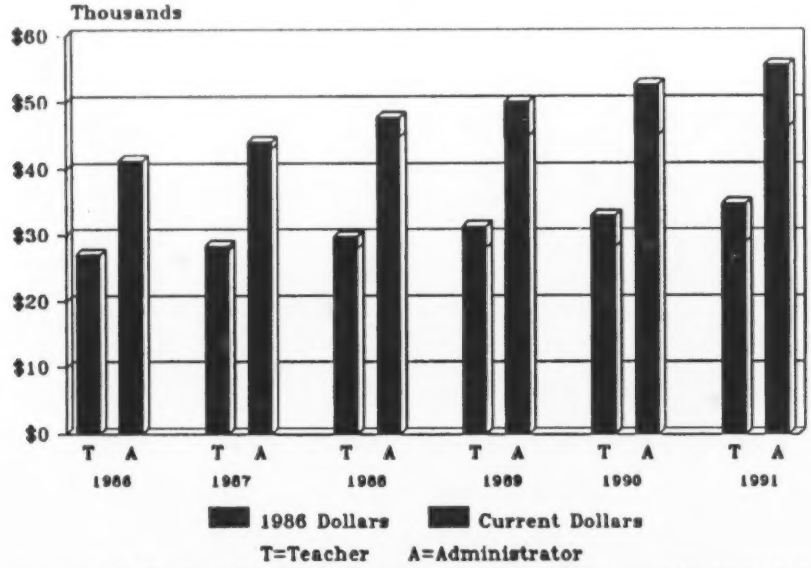
Recently, Michael's family moved from an inner-city community when his mother found a better job in another city. Michael's mother, a single parent, is generally happy with his new school, but she is concerned about role models for her son. She wishes that there were more minority teachers in his school which, incidentally, does not have even one male minority teacher.

Average Teacher and Administrator Salaries

In 1991, the average teacher salary in Illinois public schools was $34,709, up 28% from $27,014 in 1986. The 28% increase appears substantial, but when the effects of inflation are taken into account, the average teacher salary increased by only 6.9% over the six-year period to $28,868. Hatched columns in Figure 18 illustrate the differences between current and constant dollars, or the effects of inflation. The 1991 average teacher salary in Illinois ranged from $14,218 in one district to $58,943 in another. Compared to other states, the Illinois average teacher salary ranks thirteenth and is slightly above the national average.

Between 1988 and 1991, the average administrator salary increased by about 16%, from $47,674 to $55,535. When adjusted for inflation, the average administrator salary increased by about 3% since 1988. The unusually large increase in the average administrator salary in 1988 is related to the change in the definition of an administrator which resulted in the exclusion of a large number of consultants, coordinators, deans and supervisors from being counted as administrators. Hence, any consideration of salary trends of administrators should begin with 1988, not 1986. (See Table 6, Appendix B.)

Figure 18. Teacher and Administrator Salaries

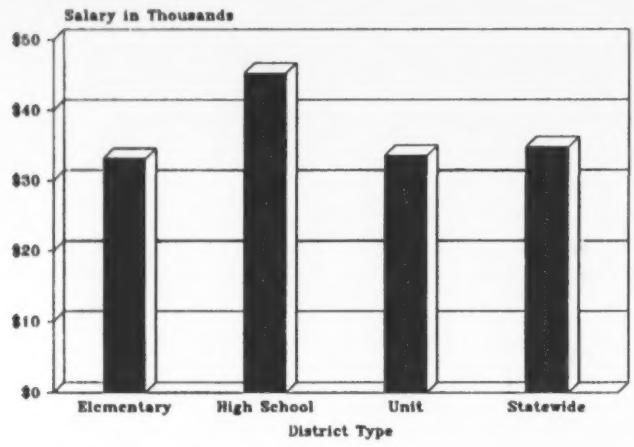


A senior in high school, Dave is thinking about his future. What would he like to be? What will he study in college next year? Like his classmate Jason, who plans to major in business, Dave is good in math. These two friends are always competing against each other. Dave would like to be a teacher, just like his dad, but he does not like the idea of earning only a fraction of what Jason will be earning upon graduation.

Teacher Salary by District Type

Considerable differences exist between the salaries of teachers in high school districts and those of teachers in elementary and unit districts. Teachers in high school districts had the highest average salary, averaging $45,205 in 1991, 37% more than the average elementary district teacher salary of $33,089, and 35% more than the unit district average teacher salary of $33,492. Generally, teachers in high school districts have higher academic qualifications and more teaching experience, and high school districts are wealthier than elementary or unit districts. (See Table 6, Appendix B.)

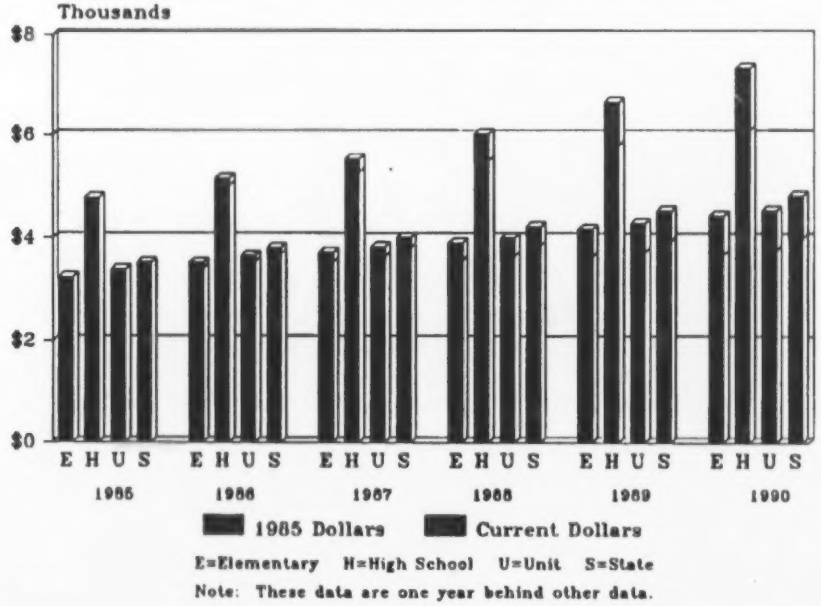
Figure 19. Average Teacher Salary by District Type, 1991



Operating Expenditure Per Pupil

Between 1985 and 1990, the average operating expenditure per pupil increased by about 36% from $3,526 to $4,808. Increases in per pupil expenditure exceeded inflation every year since 1985, as shown in Figure 20. Hatched columns illustrate the differences between current and constant dollars, or the effects of inflation. After adjusting for inflation, the average operating expenditure per pupil increased

Figure 20. Operating Expenditure Per Pupil



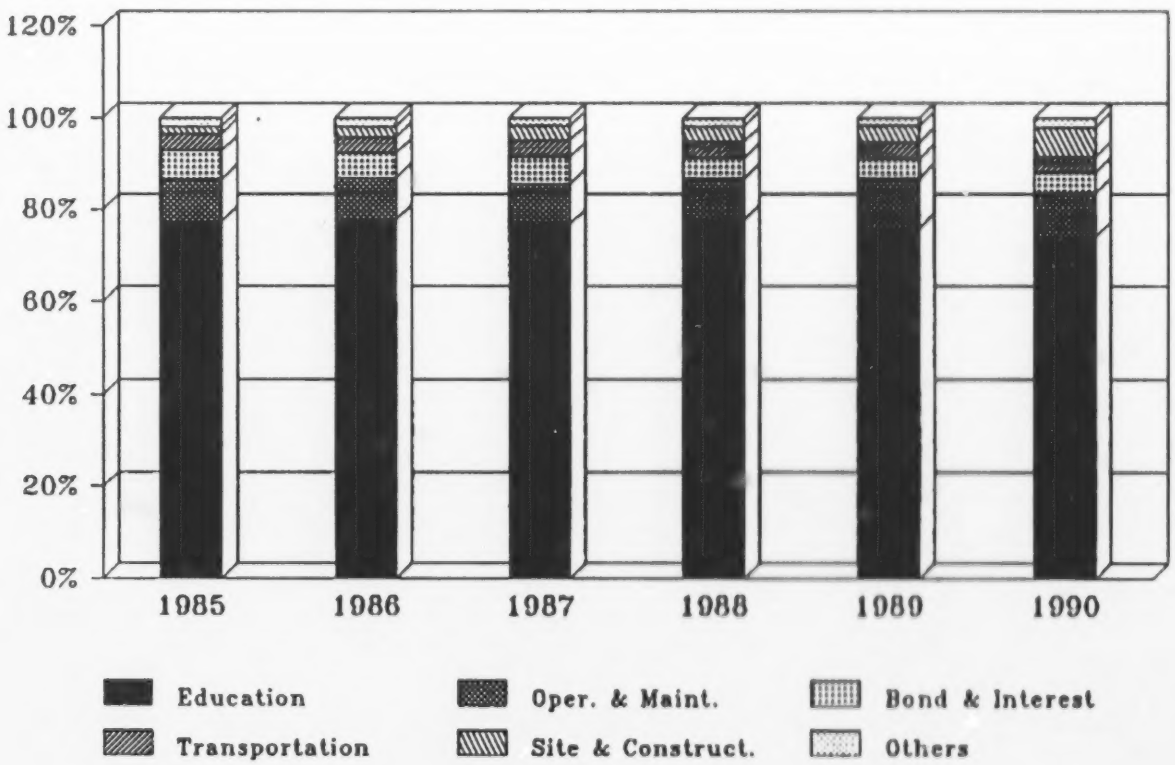
Joann is a social studies teacher. Her friend who teaches in another district told her about an excellent electronic three-D model that she uses to teach the unit on the earth's rotation and revolution. Thinking that this was exactly what her students could benefit from, Joann suggested that the district purchase one such model. In response, the district administration reminded her that she taught in a poor district. Though her suggestion was a good one, the district was in no position to make such a purchase. In fact, her district was considering cutting programs and staff very soon.

pupil increased by about 13% between 1985 and 1990. High school districts spent about 1.5 times more per pupil than elementary or unit districts. In 1990, the operating expenditure per pupil was $7,336 for high school districts, $4,422 for elementary districts and $4,526 for unit districts. There was also a wide range in the per pupil expenditure among districts--the lowest was $2,253 and the highest was $14,316. (See Table 6, Appendix B.)

District Expenditure by Fund

The Education Fund continued to dominate the various district expenditure "funds." Between 1985 and 1990, the proportion of expenditures from the Education Fund remained relatively stable, accounting for at least 73% of district expenditures. Since 1985, the Operations and Maintenance and the Site and Construction Funds have increased slightly, while the Bond and Interest Fund declined slightly. In 1991, school districts expended their revenues through the various funds in the following proportions: Education, 73.9%; Operations and Maintenance, 9.6%; Bond and Interest, 4.6%; Transportation, 3.5%; Site and Construction, 6.4%: Municipal Retirement, 1.6%; Rent, 0.3%; and Capital Improvement, 0.1%. (See Table 7, Appendix B.)

Figure 21. District Expenditure by Fund



Note: These data are one year behind other data.

SUMMARY OF THE TRENDS

This report presents the trends of selected report card indicators. Indicators added recently to the school report card are excluded from this report. An examination of the trends in the last six years shows that:

- **Student demographics** changed noticeably in Illinois public schools. Student enrollment declined through the 1990 school year, but this trend was reversed in 1991, when enrollment increased for the first time in two decades. Proportions of minority, low-income and limited-English-proficient students continued to increase. There has been little change in chronic truancy, attendance and mobility rates. High school seniors have shifted toward academic programs and away from general and vocational education programs.

- **Student academic performance** remained somewhat stable over the last six years, and Illinois students scored higher than national averages. Illinois IGAP scores changed little in reading but increased in mathematics and language arts. Generally, Illinois IGAP scores have been higher than national averages. Similarly, the ACT scores for Illinois students have been relatively stable and consistently above the national average. Minority students' ACT scores have increased, but a gap still exists between the scores of minority students and white students. There have been slight declines in the elementary nonpromotion rate and the high school graduation rate.

- Relative to the schools' **instructional setting**, class sizes remained stable at the elementary level, but declined slightly at the secondary level. The amount of time devoted to teaching core subjects has increased slightly in Illinois public schools. Although minority representation among teachers increased, this increase did not match the rapid growth in minority student enrollment. Pupil-teacher ratios declined slightly.

- Concerning **districts' finances**, the average teacher salary and the average administrator salary showed increases in the last six years, after adjusting for inflation. Increases in the operating expenditure per pupil also exceeded inflation in each of the last six years. High school districts spent 1.5 times more per pupil than elementary or unit districts.

OPINIONS ON THE SCHOOL REPORT CARD

In light of the nature of the information found in the school report cards and the demands made of school administrators to provide the myriad, required items, it is not surprising that reactions to the report card are rather mixed. A survey was sent to a number of individuals selected from different walks of life to get their opinions of the report card. Following are samples of the opinions:

Parent: "I personally appreciate receiving the school report card. As a parent, it is difficult to get the information included in the report by any other means. I would also be uncomfortable approaching a school district to request this type of information."

Principal: "As the principal of a high-performing high school, I have not received a single phone call, question or comment regarding the report card."

State Legislator: "School report cards have served to promote accountability by providing essential information to the public. Taxpayers, including those who do not have a family member enrolled in a public school, are entitled to know what the return on their investment is. The report cards call public attention to the quality of education and its fundamental importance to the future of our state and nation."

Education Lobbyist: "The preparation and distribution of the report card consume local staff time and district funds that are difficult to justify."

Teacher: "Simplify the language, shorten the report card."

Superintendent: "The school report card has some positive aspects and some negative aspects.... Local realtors make great use of the report card, going so far as to buy hundreds of copies. . ."

Principal: "I welcome the report card as yet another instrument to measure the status and performance of our attendance center. The card provides us an opportunity to compare ourselves, to some extent, to other schools/students at the district, state and national levels. Information included on the card has encouraged us to focus on certain aspects of our programs, practices and curriculum."

District Organization Executive Officer: "We support the intent of the school report card, which was to inform the general public and enable them to hold public schools accountable.... there is too much information. Some have found it overwhelming and confusing."

Parent and PTO President: "I feel the school report card was very informative."

District Director of Instruction: "Very seldom do we ever have any comments from the parents or anyone else. Occasionally, when a parent is moving in, we will have someone ask about comparison of schools and we do give them the report card."

PTA Officer: "The report card provides information to parents that they may not otherwise have provided to them... A negative use of the report card has been apparent when media and others use the card for a 'quick and dirty' comparison of schools."

State Legislator: "It has been very well received in my area, giving local schools an opportunity to make some comparisons by attendance centers.... It also helps school board members and administrators to recognize weaknesses that need to be addressed.... The report card does give taxpayers a sense of accountability which is helpful when expecting taxpayers to provide better funding, either locally or on a statewide basis."

Assistant District Superintendent: "It is my belief that too much information is published at one time and that the average citizen is unable to effectively comprehend what is published."

PTO Member: "There should be more information given."

CONCLUSION

Since 1986, Illinois public schools have issued school report cards to the public in compliance with the Better Schools Accountability Law. Information about each school's students, student academic performance, instructional setting and the district's finances has been made public through the release of school report cards and publication in the media. Schools have made public their student achievement levels and the levels of selected resources used by the schools. It is reasonable to conclude that the school report cards have indeed provided an important means by which Illinois public schools and districts can acknowledge accountability to the public.

APPENDIX A
Better Schools Accountability Law (Ill. Rev. Stat. 1990, ch. 122, par. 10-17a)

Section 10-17a. Better schools accountability. (1) Policy and Purpose. It shall be the policy of the State of Illinois that each school district in this State, including special charter districts and districts subject to the provisions of Article 34, shall submit to parents, taxpayers of such district, and the Governor, the General Assembly and the State Board of Education a school report card assessing the performance of its schools and students. The report card shall be an index of school performance measured against statewide and local standards and will provide information to make prior year comparisons and to set future year targets.

(2) Reporting Requirements. Each school district shall prepare a report card in accordance with the guidelines set forth in this Section which describes the performance of its students by school attendance centers and by district and the district's use of financial resources. Such report card shall be presented at a regular school board meeting subject to applicable notice requirements, and such report cards shall be made available to a newspaper of general circulation serving the district and shall be sent home to parents. In addition, each school district shall submit the completed report card to the office of the district's Regional Superintendent which shall make copies available to any individuals requesting them.

The report card shall be completed and disseminated prior to October 31 in each school year. The report card shall contain, but not be limited to, actual local school attendance center, school district and statewide data indicating the present performance of the school, the State norms and the following year's targets for the school and school district.

(3)(a) The report card shall include the following applicable indicators of attendance center, district and statewide student performance: percent of students placed in top and bottom quartiles of nationally normed achievement tests; composite and subtest means for college bound students; student attendance rates; count of chronic truants; percent of students not promoted to next grade; graduation rate; and student mobility, turnover shown as a percent of transfers out and a percent of transfers in.

(b) The report card shall include the following applicable indicators of district and statewide school performance: average class size; percent of enrollments in courses in high school mathematics, science, English and social science; amount of time per day devoted to mathematics, science, English and social science at primary, middle and junior high school grade levels; percent of enrollments in college preparatory, general education and vocational education programs; pupil-teacher ratio; pupil-administrator ratio; operating expenditure per pupil; per capita tuition charge; district expenditure by fund in graphic display; average administrator salary; and average teacher salary.

(c) The report card shall include applicable indicators of parental involvement in each attendance center. The parental involvement component of the report card shall include the percentage of students whose parents or guardians have had one or more personal contacts with the students' teachers during the school year concerning the students' education, and such other information, commentary, and suggestions as the school district desires. For the purpose of this paragraph, "personal contact" includes but is not limited to, parent-teacher conferences, parental visits to school, school visits to home, telephone coversations, and written correspondence. The parental involvement component shall not single out or identify individual students, parents, or guardians by name. (Section 3(c) became effective in 1991.)

(d) The report card form shall be prepared by the State Board of Education and provided to school districts.

APPENDIX B

Table 1
Student Characteristics

	District Type	Percentiles 1st	25th	50th	75th	99th
Percent Minority	Elementary	.0	3.0	10.0	26.6	99.6
	High School	.0	2.2	9.5	20.7	88.6
	Unit	.0	.6	5.7	55.6	100.0
	Statewide	.0	1.0	7.4	37.6	100.0
	State Mean = 34.1%					
Percent Low-Income	Elementary	.0	2.5	9.3	24.9	93.7
	High School	.0	1.9	5.7	12.8	46.9
	Unit	.0	11.7	23.9	47.1	100.0
	Statewide	.0	6.8	18.9	37.4	100.0
	State Mean = 29.1%					
Percent Limited-English-Proficient	Elementary	.0	.0	.5	2.8	30.7
	High School	.0	.0	.3	1.6	22.4
	Unit	.0	.0	.0	.6	46.4
	Statewide	.0	.0	.0	1.5	43.9
	State Mean = 4.4%					
Attendance Rate (%)	Elementary	91.8	94.9	95.6	96.1	97.6
	High School	85.0	92.7	93.7	94.4	96.7
	Unit	76.9	93.5	95.1	96.0	97.4
	Statewide	80.4	93.9	95.2	96.0	97.4
	State Mean = 93.5%					
Mobility Rate (%)	Elementary	1.3	8.7	13.9	22.6	67.1
	High School	3.5	7.5	11.2	16.7	36.4
	Unit	3.1	10.8	16.7	28.0	95.3
	Statewide	2.6	10.0	15.6	25.7	81.5
	State Mean = 20.6%					
Count of Chronic Truants (#)	Elementary	0	0	0	1	32
	High School	0	3	7	22	120
	Unit	0	0	1	7	193
	Statewide	0	0	1	5	147
	State Total = 34,427					
High School Programs (%) (Statewide, based on 662 schools)	College Preparatory	21.3	45.0	57.4	69.5	100.0
	General Education	.0	9.0	16.3	25.9	61.9
	Vocational Education	.0	14.8	25.1	33.3	100.0

Note: Percentages are based on a total of 3,906 schools: 1,199 elementary district schools, 155 high school district schools, and 2,552 unit district schools.

Table 2
Illinois Goal Assessment Program and ACT

Illinois Goal Assessment Program: 1991	Grade	State Mean Score	Percentiles 1st	25th	50th	75th	99th
Reading	3	249	128	222	259	285	364
	6	253	144	225	261	284	336
	8	254	160	224	256	279	337
	11	252	152	238	256	271	310
Mathematics	3	255	108	218	266	301	396
	6	253	134	214	259	290	365
	8	255	123	211	261	295	364
	11	250	125	230	252	273	325
Language Arts	3	275	163	247	280	307	381
	6	274	160	236	273	306	387
	8	270	152	230	264	302	377

ACT: Class of 1991	Subjects	State Mean Score	Percentiles 1st	25th	50th	75th	99th
All Students	Composite	20.8	14.1	19.8	20.8	21.7	23.9
	English	20.4	12.9	19.3	20.4	21.4	23.8
	Mathematics	20.5	14.3	18.8	20.0	21.2	24.0
	Reading	21.3	13.9	20.0	21.2	22.3	24.9
	Sc. Reasoning	20.8	15.0	19.8	20.8	21.6	23.6
Students in Core Programs	Composite	23.1	13.8	21.3	22.6	23.8	27.2
	English	22.6	12.0	20.5	22.3	23.4	27.0
	Mathematics	22.8	14.0	20.4	22.1	23.7	27.0
	Reading	23.6	12.8	21.2	23.1	24.6	30.0
	Sc. Reasoning	22.7	14.3	21.0	22.3	23.5	26.4

Note: Percentages are based on a total of 3,906 schools: 1,199 elementary district schools, 155 high school district schools, and 2,552 unit district schools.

Table 3
Student Performance

	District Type	Percentiles 1st	25th	50th	75th	99th
Percent Not Promoted (Elementary)	Elementary	.0	.0	0.3	1.1	5.9
	Unit	.0	.2	1.0	2.4	10.3
	Statewide	.0	.0	0.7	2.0	8.9
	State Mean = 1.3%					
Graduation Rate (High School)	High School	55.6	82.4	91.7	97.1	100.0
	Unit	18.2	79.1	90.0	97.7	100.0
	Statewide	18.5	80.0	90.9	97.4	100.0
	State Mean = 78.0%					

Note: Percentages are based on a total of 3,906 schools: 1,199 elementary district schools, 155 high school district schools, and 2,552 unit district schools.

Table 4
Instructional Setting

	State Mean	Percentiles 1st	25th	50th	75th	99th
Average Class Size						
Kindergarten	22.5	7.9	19.5	22.3	25.0	34.3
1	22.6	8.0	19.6	22.6	25.5	33.0
3	23.1	8.0	20.0	23.0	26.0	33.5
6	23.7	7.0	20.8	24.2	28.0	35.5
8	22.4	6.0	19.7	23.8	27.7	37.0
High School	19.0	7.1	14.2	17.3	20.1	26.1
High School Enrollment in Core Subjects						
Mathematics	81.6	57.8	75.0	80.8	86.0	104.7
Science	68.0	35.8	60.4	68.9	77.0	98.4
English	103.6	74.7	94.2	100.0	106.2	128.8
Social Science	76.8	46.6	68.0	76.1	84.3	109.7
Minutes Per Day Devoted to Core Subjects						
Mathematics						
Grade 3	51	30	45	49	53	70
Grade 6	50	40	45	50	54	71
Grade 8	47	39	43	45	52	70
Science						
Grade 3	27	12	24	25	30	50
Grade 6	40	20	39	40	45	60
Grade 8	43	30	40	42	45	60
English						
Grade 3	147	45	140	147	160	199
Grade 6	110	45	95	105	125	170
Grade 8	89	40	80	90	103	144
Social Science						
Grade 3	28	12	24	28	30	52
Grade 6	42	24	40	40	45	60
Grade 8	44	30	40	43	46	80
Pupil-Teacher Ratio*						
Elementary	19.9:1	9.7	16.9	18.9	20.6	25.3
Secondary	17.0:1	6.7	11.9	14.8	17.3	22.4
Pupil-Administrator Ratio*						
All Districts	248.5:1	52.0	170.0	217.1	263.1	413.0

Note: Percentages are based on a total of 3,906 schools: 1,199 elementary district schools, 155 high school district schools, and 2,552 unit district schools.

* *Percentages for these indicators are based on a total of 950 districts: 415 elementary districts, 111 high school districts, and 424 unit districts.*

Table 5
Teacher Characteristics

		Percentiles				
	District Type	**1st**	**25th**	**50th**	**75th**	**99th**
Percent Minority	Elementary	.0	.0	.0	1.4	63.6
	High School	.0	.0	.6	2.4	22.4
	Unit	.0	.0	.0	.5	34.9
	Statewide	.0	.0	.0	1.2	41.3
	State Mean = 16.1%					
Years of Teaching Experience	Elementary	7.3	11.9	13.8	15.4	20.2
	High School	9.4	15.4	17.0	18.6	21.7
	Unit	9.5	13.4	14.9	16.2	19.6
	Statewide	8.2	12.9	14.7	16.3	20.7
	State Mean = 15.7 Years					
Percent with Advanced Degrees	Elementary	.0	17.8	28.8	41.7	67.6
	High School	.0	42.1	59.8	77.6	88.8
	Unit	6.1	21.4	30.4	41.9	69.0
	Statewide	.0	21.1	31.2	45.1	82.9
	State Mean = 45.2%					

Note: Percentages are based on a total of 950 districts: 415 elementary districts, 111 high school districts, and 424 unit districts.

Table 6
District Financial Information

		Percentiles				
	District Type	**1st**	**25th**	**50th**	**75th**	**99th**
Average Teacher Salary	Elementary	$16,321	$23,376	$28,106	$32,303	$43,792
	High School	$19,490	$32,095	$36,910	$45,164	$56,533
	Unit	$19,976	$23,888	$26,430	$29,084	$41,937
	Statewide	$17,699	$24,092	$27,617	$32,394	$51,408
	State Mean = $34,709					
Average Administrator Salary	Elementary	$20,000	$42,600	$49,467	$59,022	$77,020
	High School	$27,834	$50,384	$56,468	$66,303	$82,644
	Unit	$32,690	$41,971	$45,255	$49,413	$64,084
	Statewide	$26,000	$42,707	$47,828	$55,183	$76,834
	State Mean = $55,535					
Operating Expenditure Per Pupil	Elementary	$2,501	$3,201	$3,758	$4,729	$8,480
	High School	$4,141	$4,872	$6,079	$7,401	$10,645
	Unit	$2,890	$3,412	$3,696	$4,061	$6,027
	Statewide	$2,635	$3,392	$3,833	$4,676	$10,029
	State Mean = $4,808					
Per Capita Tuition Charge	Elementary	$2,159	$2,703	$3,284	$4,265	$8,142
	High School	$3,475	$4,419	$5,461	$6,980	$10,122
	Unit	$2,398	$2,861	$3,135	$3,465	$5,621
	Statewide	$2,164	$2,859	$3,288	$4,136	$9,489
	State Mean = $4,103					

Note: Percentages are based on a total of 950 districts: 415 elementary districts, 111 high school districts, and 424 unit districts.

Table 7
District Expenditure by Fund

	District Type	Percentiles 1st	25th	50th	75th	99th
Education (%)	Elementary	47.9	70.4	75.5	80.3	90.8
	High School	46.4	67.6	72.8	77.7	86.3
	Unit	50.4	71.7	75.7	79.8	87.2
	Statewide	47.3	70.7	75.3	79.9	89.3
	State Mean = 73.9%					
Operations and Maintenance (%)	Elementary	1.5	6.1	9.2	11.7	24.9
	High School	3.6	8.1	10.7	12.8	21.5
	Unit	2.1	6.3	8.8	10.5	19.8
	Statewide	2.1	6.3	9.1	11.2	22.2
	State Mean = 9.6%					
Transportation (%)	Elementary	0.9	3.6	5.3	7.7	15.6
	High School	1.0	3.6	4.8	5.9	17.8
	Unit	2.2	4.8	6.4	8.0	12.9
	Statewide	1.0	4.1	5.7	7.8	15.3
	State Mean = 3.5%					
Bond and Interest (%)	Elementary	.0	.0	4.7	8.0	22.2
	High School	.0	2.3	5.1	9.4	24.4
	Unit	.0	2.1	4.3	7.3	19.3
	Statewide	.0	1.5	4.6	7.9	23.2
	State Mean = 4.6%					
Rent (%)	Elementary	.0	.0	.0	.0	0.7
	High School	.0	.0	.0	.0	0.7
	Unit	.0	.0	.0	.0	1.3
	Statewide	.0	.0	.0	.0	0.9
	State Mean = 0.3%					
Municipal Retirement (%)	Elementary	0.8	1.6	1.9	2.3	3.4
	High School	1.0	1.6	2.0	2.5	3.4
	Unit	0.9	1.8	2.1	2.4	3.4
	Statewide	0.8	1.7	2.0	2.4	3.4
	State Mean = 1.6%					
Capital Improvement (%)	Elementary	.0	.0	.0	.0	0.1
	High School	.0	.0	.0	.0	4.4
	Unit	.0	.0	.0	.0	.0
	Statewide	.0	.0	.0	.0	.0
	State Mean = 0.1%					
Site and Construction (%)	Elementary	.0	.0	.0	2.0	34.2
	High School	.0	.0	.0	4.1	23.1
	Unit	.0	.0	.0	2.5	28.7
	Statewide	.0	.0	.0	2.6	31.6
	State Mean = 6.4%					

Note: Percentages are based on a total of 946 districts: 412 elementary districts, 111 high school districts, and 423 unit districts. Information was not available for 4 districts.

Table 8
Illinois ACT Scores Adjusted for Racial-Ethnic Background, 1986-91

	Race/Ethnicity	Number of Students	Percent	ACT Mean	Adjusted Mean***
1986	White	62,275	81.4	22.0	
	Minority	14,217	18.6	17.5	
	Black	8,682	11.4	16.1	
	Hispanic	2,867	3.7	17.8	
	Asian/Pacific	2,388	3.1	22.1	
	Am Ind/Ala*	280	.4	17.3	
	Total**	**76,492**	**100.0**	**21.2**	**21.2**
1987	White	63,193	89.9	21.7	
	Minority	14,911	91.1	17.9	
	Black	8,849	11.3	16.6	
	Hispanic	3,010	3.9	17.9	
	Asian/Pacific	2,742	3.5	22.2	
	Am Ind/Ala*	310	.4	17.5	
	Total**	**78,104**	**100.0**	**21.0**	**21.0**
1988	White	64,194	79.6	21.8	
	Minority	16,466	20.4	18.0	
	Black	9,813	12.2	16.6	
	Hispanic	3,224	4.0	18.1	
	Asian/Pacific	3,068	3.8	22.3	
	Am Ind/Ala*	361	.4	17.6	
	Total**	**80,660**	**100.0**	**21.0**	**21.1**
1989	White	62,253	78.3	21.8	
	Minority	17,258	21.7	18.0	
	Black	9,897	12.4	16.6	
	Hispanic	3,733	4.7	18.0	
	Asian/Pacific	3,254	4.1	22.4	
	Am Ind/Ala*	374	.5	17.5	
	Total**	**79,511**	**100.0**	**21.0**	**21.1**
1990	White	54,137	76.2	21.8	
	Minority	16,926	23.8	18.3	
	Black	9,311	13.1	17.0	
	Hispanic	3,970	5.6	18.1	
	Asian/Pacific	3,312	4.7	22.3	
	Am Ind/Ala*	333	.5	18.0	
	Total**	**71,063**	**100.0**	**21.0**	**21.2**
1991	White	51,851	75.3	21.8	
	Minority	17,024	24.7	18.4	
	Black	9,252	13.4	17.1	
	Hispanic	4,046	5.9	18.2	
	Asian/Pacific	3,399	4.9	22.0	
	Am Ind/Ala*	327	.5	18.2	
	Total**	**68,875**	**100.0**	**20.9**	**21.2**

* *ACT did not provide scores for reference groups of fewer than 500 students. National scores were used for this group consisting of American Indians and Alaskan Natives.*

** *Students whose racial-ethnic backgrounds are unknown are excluded. Therefore means computed here may differ slightly from means reported for ALL students.*

*** *Adjusted using 1986 ratios: White = 81.4%; Minority = 18.6%.*

Source: ACT Assessment Results, 1991: Summary Report, Illinois.

Table 9
Data for Figures 1-21

1. Illinois Regular Public School Enrollment

Year	Student Enrollment
1986	1,800,584
1987	1,797,552
1988	1,783,317
1989	1,766,324
1990	1,766,186
1991	1,790,742

2. Student Demographics

Year	LEP	Low-Income	Minority
1986	3.2%	23.7%	32.3%
1987	3.2%	29.1%	32.9%
1988	3.3%	28.9%	33.1%
1989	3.5%	28.0%	33.4%
1990	4.1%	27.8%	33.8%
1991	4.4%	29.1%	34.1%

3. Student Demographics by District Type, 1991

	LEP	Low-Income	Minority
Elementary	3.5%	15.1%	21.6%
High School	2.1%	7.7%	21.0%
Unit	5.1%	38.5%	41.2%

4. Attendance, Mobility and Chronic Truancy

Year	Chronic Truancy	Mobility	Attendance
1986		20.8%	93.6%
1987		21.2%	93.8%
1988		20.5%	93.4%
1989	1.8%	21.5%	93.3%
1990	1.9%	21.9%	93.5%
1991	1.9%	20.6%	93.5%

5. Enrollment of Seniors in High School Programs

Year	General	Vocational	College Prep
1986	19.1%	25.0%	55.9%
1987	16.4%	23.7%	58.8%
1988	14.9%	22.4%	62.7%
1989	17.2%	22.5%	60.3%
1990	15.9%	22.8%	61.3%
1991	16.1%	21.5%	62.4%

Table 9 continued

6. Illinois Goal Assessment Program–Reading

	Grade 3	Grade 6	Grade 8
1988			
Illinois	250	250	250
Nation	230	240	252
1991			
Illinois	249	253	254
Nation	250	250	249

7. Illinois Goal Assessment Program–Mathematics

	Grade 3	Grade 6	Grade 8
1989			
Illinois	250	250	250
Nation	218	231	218
1991			
Illinois	255	253	255
Nation	235	238	231

8. Illinois Goal Assessment Program–Language Arts

	Grade 3	Grade 6	Grade 8
1990			
Illinois	250	250	250
Nation	251	250	246
1991			
Illinois	275	274	270
Nation	251	250	246

9. ACT Composite Score

Year	Illinois	Nation
1986	21.1	20.8
1987	20.9	20.8
1988	20.9	20.8
1989	20.8	20.6
1990	20.9	20.6
1991	20.8	20.6

Table 9 continued

10. Nonpromotion and Graduation Rates

Year	Nonpromotion	Graduation
1986*		
1987	2.7%	82.6%
1988	2.6%	80.3%
1989	2.3%	78.0%
1990	1.7%	78.4%
1991	1.3%	78.0%

* Definitions for these indicators have changed since 1986.

11. Illinois Public School Districts

Year	Elementary	High School	Unit	State
1986	428	121	444	993
1987	428	121	443	992
1988	422	116	439	977
1989	420	114	433	967
1990	416	112	427	955
1991	415	111	424	950

12. Average Class Size

Year	Grade 6	High School
1986	24.3	20.3
1987	23.3	19.7
1988	23.3	19.6
1989	23.7	19.2
1990	23.6	19.0
1991	23.7	19.0

13. Time (Minutes) Devoted to Core Elementary Subjects--Sixth Grade

Year	Mathematics	Science	English	Social Sc.
1986	48	38	98	41
1987	48	39	106	42
1988	49	39	107	42
1989	50	40	108	42
1990	50	40	108	42
1991	50	40	110	42

Table 9 continued

14. Enrollment in High School Core Subjects

Year	Mathematics	Science	English	Social Sc.
1986	73.7%	55.7%	99.3%	68.2%
1987	77.2%	60.7%	101.7%	72.4%
1988	78.4%	61.6%	101.9%	75.0%
1989	79.0%	64.0%	102.7%	75.4%
1990	80.1%	65.9%	103.3%	76.8%
1991	81.6%	68.0%	103.6%	76.8%

15. Pupil-Teacher and Pupil-Administrator Ratios

Year	Elementary PTR	Secondary PTR	Pupil-Admin. Ratio
1986	20.8	18.3	221.8
1987	20.6	18.2	220.0
1988	20.5	17.8	245.6
1989	20.3	17.4	244.4
1990	20.2	17.1	248.4
1991	19.9	17.0	248.5

16. Minority Teachers and Students

Year	Teachers	Students
1986	15.6%	32.3%
1987	16.0%	32.9%
1988	16.1%	33.1%
1989	16.3%	33.4%
1990	16.3%	33.8%
1991	16.1%	34.1%

17. Teacher Qualifications and Experience

Year	Experience (Years)	Grad. Degs. (Percent)
1986	15.0	43.4%
1987	15.2	45.3%
1988	15.3	44.2%
1989	15.6	44.7%
1990	15.8	45.5%
1991	15.7	45.2%

Table 9 continued

18. Teacher and Administrator Salaries (Average)

Year	1986 Dollars	Current Dollars
1986		
Teacher	$27,014	$27,014
Administrator	$41,284	$41,284
1987		
Teacher	$27,691	$28,302
Administrator	$43,009	$43,958
1988		
Teacher	$27,958	$29,757
Administrator	$44,792	$47,674
1989		
Teacher	$28,032	$31,253
Administrator	$44,832	$49,983
1990		
Teacher	$28,184	$32,925
Administrator	$44,996	$52,564
1991		
Teacher	$28,868	$34,709
Administrator	$46,189	$55,535

19. Average Teacher Salary by District Type, 1991

District Type	Average Salary
Elementary	$33,089
High School	$45,205
Unit	$33,492
Statewide	$34,709

Table 9 continued

20. Operating Expenditure Per Pupil

Year	1985 Dollars	Current Dollars
1985		
Elementary	$3,243	$3,243
High School	$4,766	$4,766
Unit	$3,388	$3,388
State	$3,526	$3,526
1986		
Elementary	$3,421	$3,521
High School	$5,002	$5,019
Unit	$3,550	$3,654
State	$3,700	$3,809
1987		
Elementary	$3,532	$3,716
High School	$5,257	$5,531
Unit	$3,636	$3,825
State	$3,810	$4,008
1988		
Elementary	$3,564	$3,905
High School	$5,500	$6,026
Unit	$3,648	$3,997
State	$3,847	$4,215
1989		
Elementary	$3,628	$4,163
High School	$5,797	$6,653
Unit	$3,726	$4,276
State	$3,938	$4,519
1990		
Elementary	$3,677	$4,422
High School	$6,101	$7,336
Unit	$3,764	$4,526
State	$3,998	$4,808

21. District Expenditure by Fund

Year	Education	Oper. & Maint.	Bond & Inter.	Transport.	Site & Constr.	Other
1985	77.3%	9.3%	6.2%	3.7%	1.6%	1.9%
1986	77.7%	9.2%	5.4%	3.6%	2.3%	1.8%
1987	76.7%	8.9%	5.9%	3.6%	3.2%	1.7%
1988	77.6%	9.2%	4.4%	3.6%	3.4%	1.7%
1989	75.8%	10.9%	4.4%	3.6%	3.6%	1.7%
1990	73.9%	9.6%	4.6%	3.5%	6.4%	2.0%

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